

INFLUENCE OF HOME ENVIRONMENT ON ADJUSTMENT OF ADOLESCENT GIRLS

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ABSTRACT

The study was conducted in Ayodhya, Faizabad district of Eastern Uttar Pradesh. The purpose of the present study was to assess the influence of home environment on adjustment of adolescent girls. One hundred adolescent girls (students) of age group between 13-16 years had been taken from two colleges viz., Maharaja Inter College, Ayodhya and S.D.J.S.V.M. Inter College, Tulsinagar, Ayodhya for the study. The Adjustment Inventory for Students of High School and College Age by Dr. Har Mohan Singh (1974) and Home Environment Inventory (HEI) by Dr. Karuna Shankar Mishra (1983) was administered and data were analyzed in terms of percentage and Correlation coefficient.

The results revealed that many home environment dimensions (Control, Protectiveness, Conformity, Social isolation, Reward, Deprivation of privilege and Permissiveness) were significantly correlated with various adjustments (Home, Health, Social, and Emotional) of adolescent girls.

KEYWORDS: Home Environment, Adjustment & Adolescent Girls

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INTRODUCTION

Adolescence is the period of stress and storm. It is the transitional period of one's life between childhood and adulthood during which some important biological, psychological and social changes take place. Adolescents have to adjust to their changes in personality on one hand and the changing socio-psychological environment on the other hand (Manju 2011). Adolescence is a transitional period of life it's in between childhood and adulthood, during this period some important biological, psychological and social changes take place. It is a period of storm and stress. Adolescents have to adjust with their own changes in personality on one side and the changing socioeconomic environment on the other side. Some adolescents find its difficulties to adjust normally with changes and experience some problems, which are characterize of this developing stage.

Home environment is undoubtedly regarded as an important factor which affects student mainly at primary and secondary levels. Home and school are supposed to be principal institutions to socialize children to adulthood. Home plays a central role in development of cognitive and non-cognitive characteristics of children. Better educated and eager parents are more likely to mirror the academic style of classrooms at home by their praise and interaction with their children as is rightly observed in the families which are very powerful institutes and their influence over their young members is visible in every part of their lives. High home environment groups achieved greater success

than middle and low home environment groups. The factor responsible for academic achievement of a student is motivation as studied by Agarwal (1998).

Adjustment involves health, home, and school, social and personal life. Adjustment is a harmonious relationship with the environment in which most individual needs are satisfied in socially accepted ways resulting in form of behaviour which may range from passive conformity to vigorous action (Veena, M., Khadi, P.B. 2003). Adjustment is defined as the process of bringing about a balance between motives, opportunities offered by the environment, personal limitations and restrictions on satisfaction of motives put by the physical, social and cultural environment (Raulkar, 1994). According to Parameswaran and Beena (2004) "Adjustment is a process by which a living organism acquires a particular way of acting or behaving or changes an existing form of behavior or action. This adjustment is of two type's viz. adjustment to external conditions and adjustment becomes necessary, as a person grows older. Adjustment is a very significant factor in determining the degree of achievement of students."

METHODOLOGY

The present study was an attempt to assess the role of home environment on adjustment of adolescent girls. The total sample for the present study consisted of unmarried one hundred adolescent girls between the age ranges of 13-16 years studying in schools of Faizabad district. A preliminary survey was conducted among 8th -11th class students to select sample as per the delimitation of the study. For the purpose of assessment The Adjustment Inventory for student of high school & college age by Dr. Har Mohan Singh (1974) & Home Environment Inventory (HEI) by Dr. Karuna Shankar Mishra (1983) were administered. The data was collected, coded & analyzed in terms of percentage & correlation coefficient.

RESULTS & DISCUSSIONS

Table 1: Distribution of Respondents According to their Age

S. No.	Age (Year)	Girls (N=100)	N= 100
1	13	17 (17.00)	17 (17.00)
2	14	20 (20.00)	20 (20.00)
3	15	23 (23.0)	23 (23.0)
4	16	40 (40.00)	40 (40.00)
	Total	100 (100.00)	100

*Figure in parenthesis indicate percentage

Data regarding the distribution of subjects according to age is presented in table 1, It is obvious from table 1 that the age of respondents ranged from 13 to 16 years, majority of respondents (40 per cent) were in age of 16 years, while 23 per cent respondents were falling in the age of 15 years. 20 per cent respondents were falling in the age of 14 years. Only 17 per cent respondents belonged to 13 years. Thus, it was found that the majority of respondents (40 per cent) belonged to 16 years of age.

Table 2: Distribution of Respondents According to their Family Income

S. No.	Family Income (Per Month)	Girls (N=100)	N= 100
1	Up to 5000	16 (16.00)	16 (16.00)
2	5001 to 10000	24 (24.00)	24 (24.00)
3	10001-15000	19 (19.00)	19 (19.00)
4	15001-20000	19 (19.00)	19 (19.00)
5	20001 & above	22 (22.00)	22 (22.00)
Total		100	100

*Figure in parenthesis indicate percentage

The table 2 shows that majority of respondents (24 per cent) had family income between Rs. 5001-10000, followed by 22 per cent respondents who had family income 20001 & above, and 19 per cent respondents had family income between Rs. 10001-15000 followed by another 19 per cent respondents having family income between Rs. 15001-20000, only (16%) respondents had family income up to Rs 5000 respectively.

Table 3: Distribution of Respondents According to their Family Type

S. No.	Family Type	Girls (N=100)	N= 100
1	Nuclear	56 (56.00)	56 (56.00)
2	Joint	44 (44.00)	44 (44.00)
Total		100	100

*Figure in parenthesis indicate percentage

Table 3 elucidates that majority of the girls (56 per cent) belonged to nuclear family type and 44 per cent belonged to joint family.

Table 4: Distribution of Respondents According to their Family Size

S. No.	Family Size	Girls (N=100)	N= 100
1	Up to 4	20 (20.00)	20 (20.00)
2	5 to 9	69 (69.00)	69 (69.00)
3	9 and above	11 (11.00)	11 (11.00)
Total		100	100

*Figure in parenthesis indicate percentage

Table 4 depicts that 69 per cent respondents were having 5 to 9 members in their family and 20 per cent up to 4 members in their family whereas 11 per cent respondents were having 9 and above members in their family.

Table 5: Distribution of Respondents According to their Religion

S. No.	Religion	Girls (N=100)	N= 100
1	Hindu	98 (98.00)	98 (98.00)
2	Muslim	2 (2.00)	2 (2.00)
3	Sikh	-	-
4	Christian	-	-
Total		100	100

*Figure in parenthesis indicate percentage

Table 5 shows that maximum girls (98 per cent) belonged to Hindu religion, 2 per cent belonged to Muslim religion and none of them were from Sikh and Christian religion.

Relationship between Home Environment of Adolescent Girls and their Adjustment

Table 6: Correlation between Different Home Environment Dimensions and Various Adjustments of Adolescent Girls

S.No	Adjustment Factor	Control	Protectiveness	Punishment	Conformity	Social Isolation	Reward	Deprivation of Privileges	Nurturance	Rejection	Permissiveness
1	Home	0.010	0.138	0.022	0.088	0.010	-0.018	-0.199*	0.052	-0.050	-0.001
2	Health	0.196	0.163	0.128	0.384**	-0.054	0.198*	0.016	0.147	0.008	-0.068
3	social	0.263**	0.256*	0.048	-0.056	-0.083	-0.160	-0.306**	0.062	0.051	-0.046
4	Emotional	0.101	0.317**	0.006	0.129	-0.229*	-0.039	-0.258*	-0.049	0.008	0.204*

*Significance at < 0.05 Probability level

**Significance at < 0.01 probability level

*Figure in parenthesis indicate percentage

Many home environment dimensions are significantly correlated with adjustment factors of adolescent girls. To be more specific, control dimension of home environment is observed to be significantly and positively related to social adjustment ($r=0.263^{**}$) of adolescent girls. In other words, adolescent girls with high control at home have shown significantly higher social adjustment. The finding that adolescent girls with high control have shown significantly higher social adjustment converges with earlier research showing that Parental control exercised in a supportive environment is widely recognized as a facilitation of social development in adolescents. (Adams, DYK and Bennion, 1990)

Protectiveness dimension of home environment is positively and significantly related to social adjustment ($r=0.256^*$) and emotional adjustment ($r=0.317^{**}$) of adolescent girls which means adolescent girls with more protectiveness at home have shown higher social and emotional adjustment. In other words, protection and caring between adolescent and parents get reciprocated through the high emotional component shown by adolescents. Kaur and kalaramna (2004) found that high protectiveness resulted in increase in the patience, sensitivity, tactfulness and sense of humour dimensions of social intelligence in female adolescents.

Conformity dimension of home environment is significantly and positively correlated to health adjustment ($r=0.384^{**}$) of adolescent girls. Adolescent girls with high conformity have high health adjustment. Anita Bhat and Vijayalaxmi Aminabhavi (2011) also emphasized that high conformity at home is significantly and positively related to mental health of adolescent girls.

Social isolation dimension of home environment is observed to be significantly and negatively correlated to emotional adjustment ($r=-0.229^*$) of adolescent girls. It is found that the adolescent girls with high social isolation exhibit significantly lower emotional adjustment which may be due to the fact that as adolescent experiences more social isolation as a negative sanction by the parents at home, adolescent suffers from inferiority, insecurity, helplessness and hopelessness. This acts as a potent barrier in the development of life skills like problem solving, decision making, coping with emotions and coping with stress as well as emotional adjustment.

Reward dimension of home environment is positively and significantly related to health adjustment ($r=0.198^*$) of adolescent girls. Adolescent girls with high reward show significantly higher health adjustment. Kaur et al (2009) have observed significant positive relationship of home environment components such as conformity and reward with health adjustment of adolescents.

Deprivation of Privileges dimension of home environment is significantly negatively correlated with home adjustment (-0.199), social adjustment (-0.306^{**}) and emotional adjustment ($r=-0.258^{*}$) of adolescent girls. That means adolescent girls with high deprivation of privileges have low home, social and emotional adjustment. When parents deprive the adolescent of their rights for love, care and respect, adolescent girls find themselves in a miserable condition and feel neglected at home. This state makes adolescent girls have fewer exposures and there by the chances for the enhancement of home, social, emotional adjustment get reduced.

Permissiveness dimension of home environment is positively and significantly related to emotional adjustment ($r=0.204^{*}$) of adolescent girls. High permissiveness leads to high emotional adjustment of adolescent girls. It is observed that high permissiveness leads to high emotional adjustment of adolescent girls, may be because adolescent girls who are permitted to express their views freely and act according to their wishes not being restricted by their parents at home get ample opportunities to become more emotionally stable. This finding is supported by the findings of the study by Linares et al (2002) where they mentioned that adolescents perceiving their parents as permissive and as authoritative obtained the highest scores in perceived emotional competence and self-esteem.

Punishment, Nurturance & Rejection dimensions of home environment are not significantly correlated with any adjustment factor, which indicates that punishment, nurturance & rejection do not affect the adjustment of adolescent girls.

CONCLUSIONS

Many home environment dimensions (Control, Protectiveness, Conformity and Reward) played positive role in influencing the various adjustment factors of adolescent girls. Two dimensions of home environment, social isolation and deprivation of privileges played negative role in influencing the various adjustment of adolescent girls. Some of home environment dimensions like punishment, nurturance and rejection were not influencing the various adjustments of adolescent girls.

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